

DOCUMENT RESUME

ED 068 537

TM 001 903

TITLE Scoring Categories and Administration Instructions
 (Appendix of a Complete Manual for the
 Draw-A-Classroom Test).
INSTITUTION Toronto Board of Education (Ontario). Research
 Dept.
PUB DATE Apr 66
NOTE 47p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Art Expression; *Classroom Observation Techniques;
 *Creativity; *Evaluation Methods; Guides; *Scoring;
 Student Attitudes; *Test Interpretation
IDENTIFIERS *Draw A Classroom Test

ABSTRACT

Scoring categories and administration instructions are given for use with the manual for the Draw-A-Classroom Test. The manual, also available, should be consulted if drawings are to be scored. This appendix to the manual is divided into five sections on space, persons, drawing the person, classroom constants, and objects. Specific details of the children's drawings are described, such as line directions and joinings, implied or labelled physical boundaries, shading, appearance of people, size, activity and interaction, use of color, transparency, and perspective. Coding instructions are then given for each detail. General instructions for teachers are also given for administration of the test during a designated test week, stressing the importance of spontaneity of the children's drawings. (LH)

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THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

SCORING CATEGORIES
AND
ADMINISTRATION INSTRUCTIONS*

*The Scoring Categories and Administration Instructions form the Appendix of a complete Manual for the Draw-a-Classroom Test. This Manual is available (for research purposes) from the Research Department of the Toronto Board of Education. The Manual should be consulted if drawings are to be scored.

APRIL 1966

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SPACE

Framing or Enclosure of Drawing

Coding Items 5 through 8: Score for framing only those lines outside of which there are NO contents of the drawing, except when an object begins within frame line(s) and overlaps the line(s). Frame line(s) must be approximately straight (not circular). Frame line(s) must not be intended as background shading. Frame line(s) must not be intended as part of an object in the drawing.

N.B. - See question 10. If frame is scored as combination of ellipse and/or circle and straight lines (Code 5) then items 5 to 8 inclusive must be coded 1 and item 9 must be coded 3.

	<u>Absent</u>	<u>Present</u>
5. A HORIZONTAL line at the TOP of the paper (not a shaded band)	0	1
6. A HORIZONTAL line at the BOTTOM of the paper (not a shaded band)	0	1
7. A VERTICAL line at the LEFT side of the paper (not a shaded band)	0	1
8. A VERTICAL line at the RIGHT side of the paper (not a shaded band)	0	1
9. <u>JOINED frame lines</u> , i.e., any <u>two</u> or more lines described in items 5, 6, 7, 8 that intersect or meet.		

Code 0 - NO frame line(s) present

Code 1 - ONLY ONE frame line present

Code 2 - MORE than ONE frame line present BUT NOT JOINED

Code 3 - MORE than ONE frame line present AND JOINED

10. Use of Circle or Ellipse as a frame (continuous line with round corners)

Code 0 - NO circle or ellipse as frame

Code 1 - INCOMPLETE circle or ellipse as frame, outside of which are NO objects

Code 2 - COMPLETE circle or ellipse as frame with NO objects outside of it

Code 3 - INCOMPLETE circle or ellipse as frame with NO more than TWO objects outside it

Code 4 - COMPLETE circle or ellipse as frame with NO more than TWO objects outside it

Code 5 - COMBINATION of ellipse/circle AND straight lines

11. Partitioning

N.B. -

Line(s) must completely divide paper. Line(s) must <u>not</u> be part of an object, e.g., black-board. Line(s) must <u>not</u> be part of frame. There must be object(s) on <u>both</u> sides of line(s).
--

Code 0 - NO partitioning

Code 1 - ONE or MORE vertical lines present

Code 2 - ONE or MORE horizontal lines present

Code 3 - BOTH horizontal AND vertical lines present

Code 4 - ONE or MORE diagonals present

Partitioning of Scored Frame

N.B. -

Line(s) must <u>completely divide</u> scored frame.

Code 5 - ONE or MORE vertical lines present within SCORED frame

Code 6 - ONE or MORE horizontal lines present within SCORED frame

Code 7 - BOTH horizontal AND vertical lines present within SCORED frame

Code 8 - ONE or MORE diagonals within SCORED frame

Code 9 - COMBINATION of vertical, horizontal and/or diagonal lines WITHIN or WITHOUT SCORED frames

Labelled or Implied Physical Boundaries

12. PRESENCE of TOP BOUNDARY

N.B. - Boundary does not necessarily mean a line.
BOUNDARY MUST COMPLETELY BOUND ENTIRE CONTENTS OF
PICTURE.
Unlabelled boundaries must meet the criteria to be
scored as implied floor or ceiling.
If the word "ceiling," "floor," "roof," "wall," etc.,
occurs without pictorial representation, rate it
as absent.

Code 0 - ABSENCE OF TOP BOUNDARY, either labelled or implied

Code 1 - LABELLED top boundary, e.g., "sky," "roof," "ceiling"

Code 2 - IMPLIED top boundary - ceiling (not labelled) by having
lights suspended from or attached
to it or edge of paper.

- OR roof (not labelled) by having
a smoke-stack, chimney or triangular-
shaped dome.

- OR sky, which MUST be represented by
a band.

- OR shaded band at top of picture which
cannot be identified as "sky," "roof,"
"ceiling."

13. Type of TOP Boundary

Code 0 - NO TOP boundary present

Code 1 - "Sky"

Code 2 - "Roof"

Code 3 - "Ceiling"

Code 4 - Unidentifiable band at TOP of picture

14. PRESENCE of BOTTOM BOUNDARY

N.B. - BOUNDARY MUST COMPLETELY BOUND ENTIRE CONTENTS OF PICTURE.
For an IMPLIED bottom boundary, there must be TWO OR MORE
objects and/or people ordinarily placed on floor or
ground on the same relative plane.

- Code 0 - ABSENCE OF BOTTOM BOUNDARY either labelled or implied
Code 1 - LABELLED bottom boundary, e.g., "floor," "ground," "grass"
Code 2 - IMPLIED bottom boundary, e.g., floor, ground, grass, OR
shaded band, NOT labelled but implied by the above criteria

15. TYPE of BOTTOM BOUNDARY

- Code 0 - NO BOTTOM boundary present
Code 1 - "Ground" (includes "grass")
Code 2 - "Floor"
Code 3 - Unidentifiable BOTTOM boundary

16. PRESENCE of SIDE BOUNDARIES (Walls or Curtains)

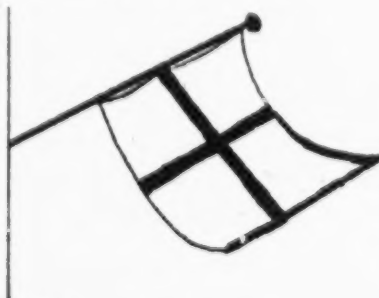
- Code 0 - ABSENCE of side boundaries LABELLED "wall(s)" or "curtain(s)"
Code 1 - ONE or MORE side boundaries LABELLED "wall(s)" or "curtain(s)"
Code 2 - ONE or MORE side boundaries IMPLIED "wall(s)" or "curtain(s)"
e.g., light switch fastened to side of page or frame



phone attached to side of page or frame



flag attached to side of page or frame



17. AMOUNT of SPACE USED (on the page)

N.B. - Disregard all labelling, including code number and student's name. Be aware of the empty space under the labelling.

N.B. - CORNER SPACE - must be bounded by two edges of page.
BORDER SPACE - must include two corners of the page.

Code 0 - $1/8$ or less space used, e.g., only a corner filled or only one or two marks on page

Code 1 - $1/4$ to $1/2$ page used

Code 2 - CORNER(S): whole page used but major or most conspicuous empty space occurs in CORNER(S) ONLY

Code 3 - BORDER(S): whole page used but major or most conspicuous empty space occurs along complete BORDER(S) ONLY

Code 4 - WITHIN: whole page used but major or most conspicuous space occurs WITHIN picture. Space within picture may include border(s) and/or corner(s).

Code 5 - NO CONSPICUOUS space(s): whole page used but scattered spaces present. Spaces must be approximately equal. If ANY ONE space is conspicuous, DO NOT code 5.

Code 6 - ALL space on complete page filled, i.e., page completely covered with colour (and/or objects)

Code 7 - ALL space within scored frame filled (one or more frame-lines) i.e., enclosure completely covered with colour (and/or objects)

18. SCOPE of the Drawing. What areas are included in the drawing.

N.B. - Use child's own words. DO NOT GUESS.
If ANY ONE object can be identified AND matched with a label, ALL other objects are to be automatically recognized, and the drawing scored accordingly.

N.B. - The presence of such elements as windows, doors, lights or labels of 'teacher' and 'you' indicates classroom and/or school content and should NOT therefore be scored under code 2.

Code 0 - Not scorable, e.g., no picture, or scribbles with or without any labels

Code 1 - NONE of classroom or school represented

Code 2 - Only a collection of recognizable object(s) and/or people not scorable under Codes 1, 3, 4, 5

Code 3 - BOTH outdoor areas and/or objects and ANY part of the school building and/or content present (outdoor areas include objects, people, boundaries, outside the school building)

Code 4 - Only the school or part of the school present (no outside areas.) The exterior of the building, e.g., a chimney, is NOT to be taken as an outside area.

Code 5 - Only the classroom or part of the classroom present

19. Shading of SPACE or BACKGROUND

N.B. - Shading need NOT be solid colouring.
BLOBS OF COLOUR WHICH ARE BOTH UNLABELLED AND
UNRECOGNIZABLE ARE TO BE SCORED AS SHADING.

Code 0 - NO shading of background

Code 1 - ANY shading of background. Exclude colouring of
objects, e.g., blackboard, and people. Include
shaded bands, e.g., ceiling, floor, wall, sky, grass,
etc.

Code 2 - COMPLETE shading of background; i.e., whole page
shaded, or entire background within frame shaded

20. Compression -- Expansion of WHOLE drawing. To what extent does the whole
drawing appear compressed, tight and crowded OR expansive, loose and open?

Code 1 - Extremely constricted

Code 2 - Whole drawing is not constricted

21. Viewpoint

Code 0 - No object(s) present

Code 1 - Abstract, non-representational drawing and/or a drawing
with NO SCORABLE viewpoint

Code 2 - A cross-sectional viewpoint, e.g., the room and/or school
and/or most objects are viewed from one of the four sides
of the classroom.

Code 3 - Multiple or combined viewpoint; ceiling, floor folded out,
one or more objects may or may not be folded out

N.B. - Outside areas may be included as long as school or
classroom is in cross-section.

22. Child Has Used Both Sides of His Paper

Code 1 - Child has used ONLY one side of his paper.

Code 2 - Child has used BOTH, (TWO) sides of his paper.
Include ANY markings and/or labelling.

PERSONS

This section does not include persons in pictures on walls, fictitious fairy-tale characters or television characters that may be present in the drawings. Score only for figures ordinarily found in the school or home.

If any unlabelled figures appear and it is not clear whether they represent human figures, score figure as absent.

The scoring of question 23 depends on labelling rather than pictorial representation. Names and labels may appear and be scored without pictorial representation.

5. Appearance of Person(s)

Code 0 - NO person(s) and NO labels identifying persons

Code 1 - Scorable person(s) present

Code 2 - Persons present, but NOT scorable

6. Person(s) LABELLED 'Boys' or with Boy's Names

EXCLUDE 'ARTIST'

Code 0 - NO person(s) present or NO labelled boy(s)

Code 1 - ONE labelled boy

Code 2 - TWO labelled boys

Code 3 - MORE than TWO labelled boys

7. Person(s) LABELLED 'Girls' or with Girl's Names

EXCLUDE 'ARTIST' AND TEACHER(S)

Code 0 - NO person(s) present or NO labelled girl(s)

Code 1 - ONE labelled girl

Code 2 - TWO labelled girls

Code 3 - MORE than TWO labelled girls

8. Unspecified Children

Children LABELLED by GENERAL terms codes 1-3 and UNLABELLED CHILDREN codes 4-6. General terms include 'children', 'kids', 'we', 'us', 'people', 'class'. Labelling is NOT by sex (boy) or name (John).

Code 0 - NO person(s) present or NO unspecified children present

Code 1 - ONE labelled BUT unspecified child

Code 2 - TWO labelled BUT unspecified children

Code 3 - MORE than TWO labelled children

Code 4 - ONE UNLABELLED child

Code 5 - TWO UNLABELLED children

Code 6 - MORE than TWO UNLABELLED children

Code 7 - BOTH labelled and unlabelled child (children)

9. SEX of Unspecified Child (Children) Indicated by Drawing

N.B.

Include labelled and unlabelled children in scoring. Look for DIFFERENCES in clothing, hair, etc. If in doubt, code 2.

Code 0 - NO person(s) present

Code 1 - NO unspecified child (children)

Code 2 - Sex of unspecified child (children) cannot be identified by drawing

Code 3 - ALL unspecified child (children) look like BOYS

Code 4 - ALL unspecified child (children) look like GIRLS

Code 5 - Of the unspecified children, one to some look like BOYS, and/or one to some look like GIRLS

Size: Size is relative to each individual picture. Differences in size MUST be obvious. If in doubt of size differentiation, code 0. If head only is present, it may be used for comparison of size.

10. Size of Teacher Relative to Children

EXCLUDE 'ARTIST'

- Code 0 - NO COMPARISON POSSIBLE - NO teacher(s) present
 - NO children present
 - size difference is NOT obvious
- Code 1 - Teacher(s) LARGER than ALL children
- Code 2 - Teacher(s) SMALLER than ALL children
- Code 3 - Teacher(s) SAME size as ALL children
- Code 4 - Any combination of teacher being smaller, larger and/or same size as other children

11. Size of Teacher Relative to 'Artist'

- Code 0 - NO COMPARISON POSSIBLE - NO teacher(s) present
 - NO 'artist' present
 - size difference is NOT obvious
- Code 1 - Teacher(s) LARGER than 'artist'
- Code 2 - Teacher(s) SMALLER than 'artist'
- Code 3 - Teacher(s) SAME size as 'artist'

12. Size of Other Adult(s) Relative to Children, Including 'Artist'

EXCLUDE TEACHER(S)

- Code 0 - NO COMPARISON POSSIBLE - NO adult(s) present
 - NO children present
 - size difference is NOT obvious
- Code 1 - Adult(s) LARGER than children including 'artist' if present
- Code 2 - Adult(s) SMALLER than children, including 'artist' if present
- Code 3 - Adult(s) SAME size as children, including 'artist' if present
- Code 4 - Any combination of adult(s) being smaller, larger and/or same size as other children including 'artist'

13. Size of Labelled Boys Relative to Labelled Girls

N.B. - SCORE ONLY WHEN BOTH ARE LABELLED OR NAMED.

EXCLUDE 'ARTIST'

N.B.
Watch
Labels!

- Code 0 - NO COMPARISON POSSIBLE - NO labelled boy(s) present
- NO labelled girl(s) present
- size difference is NOT obvious
- Code 1 - All boy(s) LARGER than all girl(s)
- Code 2 - All boy(s) SMALLER than all girl(s)
- Code 3 - All boy(s) SAME size as all girl(s)
- Code 4 - Any combination of boys being larger, smaller and/or same size as girls

14. Size of Unspecified Children, i.e., SEX of child (children) is NOT pecified by Label

- Code 0 - NO person(s) present
- Code 1 - NO COMPARISON POSSIBLE - No unspecified children
- ONLY ONE unspecified child
- Sex cannot be determined
- ONLY ONE sex present
- size difference is NOT obvious
- Code 2 - All unspecified boy(s) LARGER than unspecified girl(s)
- Code 3 - All unspecified boy(s) SMALLER than unspecified girl(s)
- Code 4 - Unspecified boy(s) SAME size as unspecified girl(s)
- Code 5 - Any combination of unspecified boy(s) being smaller, larger, and/or same size as unspecified girl(s)

15. Size of 'Artist' Relative to Other Children. (BOTH Labelled and Unlabelled)

- Code 0 - NO COMPARISON POSSIBLE - NO children present
- NO 'artist' present
- size difference is NOT obvious
- Code 1 - 'Artist' LARGER than ALL children
- Code 2 - 'Artist' SMALLER than ALL children
- Code 3 - 'Artist' SAME size as ALL children
- Code 4 - Any combination of 'artist' being smaller, larger, and/or same size as other children

Activity and Interaction

Activity

Activities such as reading, playing, studying, teaching, talking, showing, drawing on blackboard, etc. may be scored if such activities are either specifically LABELLED or clearly indicated BEYOND DOUBT by drawing.

If in doubt about drawn activity, code 1.

Figures with arms and legs spread out are NOT acceptable UNLESS some activity is labelled. Activity is indicated if person is clearly shown and/or labelled as using or possessing an object or doing something.

When coding for activity, make full use of labels. Include past, present and future tenses of verbs, e.g., "The children are going to go out the door."

INTERACTION: refers to some kind of activity or communication BETWEEN people clearly shown or labelled doing the same thing together. DO NOT GUESS OR USE YOUR IMAGINATION. CODE ACCORDING TO LABELS AND VIVID DEPICTION OF ACTIVITY.

e.g., Teacher and child looking at the same thing together.

Teacher teaching class and more than one of the class responding.

Two children flying kites together.

16. Activity of Teacher, i.e., Person Labelled "Teacher," "You," or "Teacher's name," "Mr.," "Miss," "Mrs.," etc.

Code 0 - NO person(s) present or NO teacher present

Code 1 - ONE or MORE teachers, INACTIVE

Code 2 - ONE or MORE teachers, ACTIVE

Code 3 - ONE or MORE teachers, INTERACTING among selves and/or adults, labelled or unlabelled

Code 4 - ONE or MORE teachers, INTERACTING with boys only

Code 5 - ONE or MORE teachers, INTERACTING with girls only

Code 6 - ONE or MORE teachers, INTERACTING only with 'artist'

Code 7 - ONE or MORE teachers, INTERACTING with CHILDREN in general (both boys and girls, labelled and unlabelled)

17. Activity of Adult Person(s), e.g., Labelled Man, Mother, Principal, etc.

EXCLUDE TEACHER(S)

- Code 0 - NO person(s) present or NO other adult(s) present
- Code 1 - ONE or MORE adults, INACTIVE
- Code 2 - ONE or MORE adults, ACTIVE
- Code 3 - ONE or MORE adults, INTERACTING among selves and/or teachers and/or unlabelled adults
- Code 4 - ONE or MORE adults INTERACTING with boys only
- Code 5 - ONE or MORE adults INTERACTING with girls only
- Code 6 - ONE or MORE adults INTERACTING only with 'artist'
- Code 7 - ONE or MORE adults INTERACTING with CHILDREN in general (both boys and girls, labelled and unlabelled)

18. Activity Through Segregation of LABELLED Children. Labelling must be by Sex or Name.

EXCLUDE 'ARTIST'

- Code 0 - NO person(s) present or only boys or only girls present
or only one member of each sex present
or unspecified children, sex not identifiable
or unspecified children of only one sex

N.B. - For codes 1 and 2, boys and/or girls who are unspecified by label, e.g., "children" may be identified by clothing and hair.

- Code 1 - Boys and girls present, NEITHER SEX labelled
- Code 2 - Boys and girls present, ONLY ONE SEX labelled

N.B. - For codes 3-6, labelling MUST be by sex or name.

- Code 3 - BOTH SEXES labelled
- Code 4 - BOTH SEXES labelled but SEGREGATED from each other
- Code 5 - BOTH SEXES labelled but SEGREGATED from each other and interacting within segregated group
- Code 6 - BOTH SEXES labelled and INTERACTING together (include ANY interaction between three or more children, PROVIDING they are of the opposite sex)

19. Activity of Artist: Child Labelled "Me" or by "Artist's" name.

- Code 0 - ABSENCE of 'me,' etc., or 'artist'
- Code 1 - 'Artist' present and INACTIVE
- Code 2 - 'Artist' present and ACTIVE ALONE
- Code 3 - 'Artist' present more than once
- Code 4 - ARTIST INTERACTING with ONE SEX ONLY
- Code 5 - ARTIST INTERACTING with other labelled boys and girls
- Code 6 - ARTIST INTERACTING with unspecified children
- Code 7 - ARTIST INTERACTING with adult(s); include teacher
- Code 8 - ARTIST INTERACTING with a combination of any of the above
- Code 9 - ARTIST present more than once and is interacting at least with one of the above

20. Activity of Unspecified Children -- No Label for Sex or Name.

Activity Must be Specifically Labelled or Clearly Indicated by Drawing.

- Code 0 - NO unspecified child (children) present
- Code 1 - Unspecified child (children) present, but INACTIVE
- Code 2 - Unspecified child (children) present, but ACTIVE ALONE
- Code 3 - Unspecified girls interacting with own sex
- Code 4 - Unspecified boys interacting with own sex
- Code 5 - Unspecified child (children) INTERACTING ACROSS sex lines
- Code 6 - Unspecified child (children) INTERACTING, but sex of children cannot be determined
- Code 7 - Unspecified child (children) interacting with labelled adult(s) -- include teacher
- Code 8 - Unspecified child (children) interacting with labelled or unlabelled boys and/or girls and/or adults and/or unspecified children

21. Activity of LABELLED Boy(s), e.g., "Tom," "boy(s)".

Activity Must be Specifically Labelled or Clearly Indicated by Drawing.

EXCLUDE 'ARTIST'

- Code 0 - NO labelled boy(s)
- Code 1 - Labelled boy(s) INACTIVE
- Code 2 - Labelled boy(s) ACTIVE alone
- Code 3 - Labelled boy(s) INTERACTING with other labelled boy(s)
- Code 4 - Labelled boy(s) INTERACTING with girl(s)
- Code 5 - Labelled boy(s) INTERACTING with unspecified child (children)
- Code 6 - Labelled boy(s) INTERACTING with BOTH labelled boy(s) and girl(s)
- Code 7 - Labelled boy(s) INTERACTING with artist
- Code 8 - Labelled boy(s) INTERACTING with adults (labelled or unlabelled) including teacher(s)
- Code 9 - Labelled boy(s) INTERACTING with a combination of any of the above

22. Activity of LABELLED Girl(s), e.g., "Susan," "Girl(s)".

Activity Must be Specifically Labelled or Clearly Indicated by Drawing.

EXCLUDE 'ARTIST'

- Code 0 - NO labelled girl(s)
- Code 1 - Labelled girl(s) INACTIVE
- Code 2 - Labelled girl(s) ACTIVE alone
- Code 3 - Labelled girl(s) INTERACTING with other girl(s)
- Code 4 - Labelled girl(s) INTERACTING with boy(s)
- Code 5 - Labelled girl(s) INTERACTING with unspecified child (children)
- Code 6 - Labelled girl(s) INTERACTING with BOTH labelled girl(s) and boy(s)
- Code 7 - Labelled girl(s) INTERACTING with artist
- Code 8 - Labelled girl(s) INTERACTING with adults (labelled or unlabelled) including teacher(s)
- Code 9 - Labelled girl(s) INTERACTING with a combination of any of the above

23. Differentiation of Type of Person by LABELLING

N.B. - EXCLUDE 'artist,' 'me,' 'teacher,' 'you,' 'I'.
For this category, pictorial representation DOES NOT
have to be present.
Code according to LABELLING ONLY.
Exclude labelling in pictures and on blackboards.

Code 0 - NO label(s) present or, 'artist' and/or 'teacher' present

Code 1 - PEOPLE or HEAD present but NO LABELLING

Code 2 - NO specific labelling, e.g., 'people,' 'someone,'
'everybody,' 'they'

Code 3 - Labelling indicating AGE category but not sex, e.g.,
'children,' 'kids,' 'us,' 'we'

Code 4 - Labelling indicating SEX category but not age,
'e.g., 'he,' 'she'

Code 5 - Labelling indicating both AGE and SEX, e.g., 'boys,'
'girls,' 'man,' 'lady,' 'sister,' 'brother'

Code 6 - Labelling only by PROPER NAME (include 'mother,' 'father')

Code 7 - Labelling with any combination of Codes 2, 3, 4, 5, 6

DRAWING THE PERSON

This category does not include persons in pictures on walls, fictitious fairy-tale characters, or television characters that may be present in the drawings.

If names and/or labels appear with NO pictorial representation, code 0. If any figures appear and are unlabelled and it is not clear whether they represent human figures, code 0 for those figures.

If person(s) are represented in drawing, move on to the following items. If, however, person(s) are NOT present, code 0 for the entire "Drawing the Person" section.

N.B. -- Code for any of the following items even if a particular category is exemplified in only one instance.

If more than one code is applicable to any item, code only the HIGHEST number.

5. Head

N.B. -- If features are present with NO outline of head, code 1. If in doubt as to whether markings indicate hair, DO NOT code 3 or 5.

Code 0 - NO person(s) present

Code 1 - NO head(s) present

Code 2 - Head(s) present

Code 3 - Head(s) and hair present

Code 4 - Head(s) and ears present

Code 5 - Head(s) and hair and ear(s) present on any one head

6. Facial Features (eyes, nose, mouth)

- Code 0 - NO person(s) present
- Code 1 - NO facial features present
- Code 2 - Facial features present but no outline of head
- Code 3 - Incomplete facial features; i.e., missing eye(s), or nose, or mouth
- Code 4 - Complete facial features present (frontal view) - eyes, nose, and mouth on any one face
- Code 5 - Complete facial features (profile) - one eye, nose and mouth on any one face
- Code 6 - Complete facial features of both front and profile views present in different faces
- Code 7 - Combination of COMPLETE facial features of both front and profile views present in the same face

7. Stereotyping of Facial Features (eyes, nose, mouth)

DO NOT include eyebrows, eyelashes or teeth, since these are included in Question 21.

Watch for STRUCTURE of eyes, nose and mouth.

N.B. -- Look for circle, slit, pin-point eyes
Look for circle, V, dot noses
Look for straight, curved mouths,
two lips, etc.



- Code 0 - NO person(s) present
- Code 1 - NO facial features present or only one type of representation of each facial features
- Code 2 - Profile and frontal presentation of face but facial features presented the same way within each presentation
- Code 3 - Profile and frontal presentation of face with any facial features in profile presentation different from facial features in frontal presentation
- Code 4 - MORE than one type of representation of ONE or MORE facial features presented frontally
- Code 5 - MORE than one type of representation of ONE or MORE facial features presented in profile
- Code 6 - Occurrence(s) of both 4 and 5

8. Use of a Colour for Facial Features (eyes, nose, mouth)

- Code 0 - NO person(s) present
- Code 1 - NO facial features and/or outline of head
- Code 2 - ALL facial features SAME colour as outline of head
- Code 3 - All facial features one colour, but not the same colour as outline of head
- Code 4 - DIFFERENT facial features DIFFERENT colours, e.g., both eyes one colour, nose a different colour
- Code 5 - Instance(s) of both codes 3 and 4

9. Neck

N.B. -- DO NOT score for neck if trunk is stick or if neck is integrated with outlined torso. Neck is to be scored present when drawn as distinct and separate entity.

- Code 0 - NO person(s) present
- Code 1 - NO neck
- Code 2 - Neck* present, distinct from the head and trunk, e.g.,



10. Arm(s)

Attachment means that the designated lines touch each other.

- Code 0 - NO person(s) present
- Code 1 - NO arm(s) present
- Code 2 - Arm(s) NEAR but NOT ATTACHED to HEAD
- Code 3 - Arm(s) ATTACHED to HEAD
- Code 4 - Arm(s) ATTACHED to legs, when there is NO trunk present
- Code 5 - Arm(s) NEAR BUT NOT ATTACHED to trunk, shoulder or neck
- Code 6 - Arm(s) ATTACHED to trunk, shoulder, or neck
- Code 7 - Arm joint, i.e., elbow, shown

11. Fingers and Hands

Hands must be outlined, with or without shading.

Code 0 - NO person(s) present

Code 1 - NO hand(s) or fingers present

Code 2 - Unidentifiable appendage attached to arm(s)

Code 3 - Any clear indication of finger(s)

Code 4 - Any clear indication of hand(s)

Code 5 - Five fingers present but NO hands

Code 6 - Differentiation of thumb from fingers but NO hands

N.B. -- For Codes 7, 8, and 9 fingers must be attached to hands.

Code 7 - Hands with one or more fingers present

Code 8 - Hands with five fingers present

Code 9 - Hands with clear differentiation of thumb from
fingers; point of attachment nearest to wrist

12. Legs

Attachment means that the designated lines touch each other.

Code 0 - NO person(s) present

Code 1 - NO leg(s) present

Code 2 - Leg(s) near but not attached to head

Code 3 - Leg(s) ATTACHED to head

Code 4 - Leg(s) attached or almost attached to trunk
ABOVE waist below head

Code 5 - Leg(s) near but not attached to trunk AT or BELOW waist

Code 6 - Leg(s) ATTACHED to trunk AT or BELOW waist

Code 7 - Leg joint, i.e., knee, shown

13. Indication and Position of Feet

- Code 0 - NO person(s) present
- Code 1 - NO feet or shoes present
- Code 2 - Feet or shoes turned IN
- Code 3 - Feet or shoes turned OUT
- Code 4 - Feet or shoes FRONTAL
- Code 5 - Feet or shoes PROFILE
- Code 6 - ANY combination of the above presentations among
DIFFERENT people
- Code 7 - ANY combination of the above presentations in
SAME person

14. Proportion of Feet

- Code 0 - NO person(s) present
- Code 1 - NO feet or shoes present
- Code 2 - Feet (foot) or shoes represented as a line
- Code 3 - Feet (foot) or shoes represented as round or oval
shapes
- Code 4 - Feet (foot) or shoes proportionally correct, i.e.
length and height of feet (foot) or shoes in about
correct proportion
- Code 5 - Feet (foot) or shoes with heels

15. Trunk (main part of body excluding head and limbs)

- Code 0 - NO person(s) present
- Code 1 - NO trunk present
- Code 2 - ONLY stick trunk
- Code 3 - ONE PIECE trunk NOT STICK. Any outlined shape.
- Code 4 - TWO PIECE trunk SHOWING WAIST

16. Stereotyping of TRUNK Representation

N.B. -- Sex MUST be identifiable to be scored.

Code 0 - NO person(s) present

Code 1 - NO COMPARISON POSSIBLE -- ONLY ONE female and/or male present
-- NO representation of trunk
-- head only
-- ONLY unspecified person(s)
-- SEX cannot be identified

N.B. -- For Codes 2 - 5, SEX MUST BE IDENTIFIABLE and the VARIETY of body structure MUST be of the SAME SEX.

Code 2 - NO VARIETY in presentation of TRUNK STRUCTURE for either males and/or females, e.g.,



Code 3 - MORE THAN ONE TYPE of TRUNK STRUCTURE represented for females, e.g.,



Code 4 - MORE THAN ONE TYPE of TRUNK STRUCTURE represented for males

Code 5 - MORE THAN ONE TYPE of TRUNK STRUCTURE represented for both MALES and FEMALES

17. Representation of Body

N.B. -- Stick appendages must be represented as a single line.

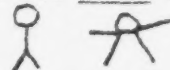
N.B. -- For a frontal representation of the body to be coded as COMPLETE, both arms, both legs, head and trunk must be present.
For profile representation, only ONE arm need be present, but PART or ALL of arm must OVERLAP body.

Code 0 - NO person(s) or label(s)

Code 1 - One or more persons represented as abstract or unrecognizable BUT LABELLED, or HEAD only

Code 2 - An outlined body with NO appendages

Code 3 - One or more persons represented as incomplete stick figures. All parts present are stick but one or more parts are missing, e.g.,



Code 4 - One or more persons represented as incomplete outlined figures. All parts present are outlined but one or more parts are missing, e.g.,



Code 5 - One or more persons represented as complete STICK figures, e.g.,



Code 6 - One or more persons represented as INCOMPLETE, with a mixture of stick and outlined parts, e.g.,



Code 7 - One or more persons represented as COMPLETE, with a mixture of stick and outlined parts, e.g.,



Code 8 - An outlined body with OUTLINED arms and legs (MAY include some shading and/or detail)

N.B. -- No part of the underlying body structure should be visible for Code 9.

ALL clothing must be shaded.

ALL major parts of the body MUST be present.

Code 9 - An outlined body with complete clothing, e.g., boys: sleeves, trousers, shoes, e.g., girls: dress (may be sleeveless,) blouse, sweater, skirt, shoes

18. View of Person

Code 0 - NO person(s) present

Code 1 - Person(s) present but "view" not scorable - no facial features present

Code 2 - FRONT view of both head and trunk OR head only when trunk absent

Code 3 - HALF and HALF, trunk front and head profile, or vice versa

Code 4 - SIDE view of head and trunk

Code 5 - BACK view of head and trunk

Code 6 - INSTANCES of BOTH 2 and 3

Code 7 - COMPLETE SIDE VIEW (must include feet)

Code 8 - COMPLETE BACK VIEW (must include feet)

Code 9 - INSTANCES OF BOTH 6 and 7

19. Clothing

Include ANY article of clothing.

Solid colour is NOT clothing.

There must be some clue such as shape or detail which identifies clothing BEYOND A DOUBT.

If in doubt, code 1.

N.B. -- Stick and outline figures WITHOUT TRUNK DIVISION are NOT clothes



NO CLOTHES - CODE 1



CLOTHES - CODE 2

Code 0 - NO person(s) present

Code 1 - NO clothing indicated

Code 2 - SOME clothing present

Code 3 - SOME CLOTHING NOT SHADED, with DETAIL present; e.g., zipper, buttons, stripes. DETAIL may or may not be shaded.

Code 4 - SOME clothing shaded

Code 5 - SOME clothing shaded with DETAIL present

20. Transparency

Transparency means that the human figure is visible through the clothing. Clothing is sometimes shown extending well beyond the outline of the figure.

N.B. -- Indication of transparency must be CLEAR BEYOND A DOUBT, e.g.,



a transparency



NOT a transparency

Code 0 - NO person(s) present

Code 1 - NO clothing indicated

Code 2 - SOME clothing present, but NO transparency

Code 3 - SOME clothing or shading present with body structure CLEARLY visible underneath

21. Presence of Detail

Detail means ANY elaboration on the human figure and clothing. Examples are design or pattern in clothing, laces in shoes, spectacles, ribbon or barrette in hair, hat, socks, belt, buttons, jewellery, pupil of eye or eyelash, inner line of ear, collar, tie, eyebrows, teeth.

Code 0 - NO person(s) present

Code 1 - NO detail present

Code 2 - ANY detail present in face, i.e., ANY elaboration of eyes, ears, nose, mouth, hair

Code 3 - ANY detail present in clothing, i.e., ANY elaboration of clothing, ANY jewellery

Code 4 - Instances of both 2 and 3

22. Person(s) with the MOST Detail

If NO differentiation, code 1. If two people possess the same amount but different types of detail, code 1. See Manual for fuller explanation.

If only one sex is present, and this sex is identifiable, AND if any ONE person is more detailed than the other, then code 4 or 5.

If sex is unidentifiable, and ANY one person is more detailed, then code 8.

N.B. -- Look for any differences in presentation of clothing, features, appendages, hair, etc. EXCEPT size.

Code 0 - NO person(s) present

Code 1 - NO differentiation between person types on amount of clothing, features, hair, etc., i.e., all figures treated similarly in representation OR only ONE person in drawing

Code 2 - OTHER adult is most detailed

Code 3 - TEACHER is most detailed. Teacher MUST be identified by label.

Code 4 - BOY(S) most detailed

Code 5 - GIRL(S) most detailed

Code 6 - CHILDREN as compared to adults and/or teachers most detailed

Code 7 - ARTIST most detailed. Artist MUST be identified by label.

Code 8 - Unspecified persons, i.e., NOT labelled, most detailed

23. Differentiation of Body Parts by Use of Different Colours

EXCLUDE FACIAL FEATURES AND HAIR

- Code 0 - NO person(s) present
- Code 1 - Colours NOT used to differentiate body parts, i.e., only ONE colour used or one set of colours used
- Code 2 - Colour used to differentiate HEAD ONLY by use of outline
- Code 3 - Colour used to differentiate body parts by using different colours in the outline only (can include head if other parts also differentiated.) Include stick figures.
- Code 4 - Colour used to differentiate body parts by shading only
- Code 5 - Body parts differentiated by use of colour in BOTH outline AND shading, i.e., more than one colour used in outline, AND more than one colour used for shading

24. Differentiation of Individuals by Use of Colour

EXCLUDE FACIAL FEATURES AND HAIR

- Code 0 - NO person(s) present
- Code 1 - ONLY ONE figure present and/or HEAD ONLY
- Code 2 - ALL figures the SAME colour, or the same SET of colours
- Code 3 - EACH individual is ALL one colour but all individuals are NOT the SAME colour
- Code 4 - Any individual is MORE than ONE colour. Colour is NOT used to group.
- Code 5 - Colour used to classify by group, e.g., all pupils one colour or SAME SET of colours and teacher a different colour, or all girls yellow and all boys blue and red

CLASSROOM CONSTANTS

There are six types of classroom constants: lights, windows, doors, pictures, (desks and tables) and chairs. The latter two types of constants differentiate between the teacher's desk or table and the children's desks or tables and between the teacher's chair and the children's chairs.

'Lights' refers to electric lights only. 'Pictures' include charts with letters and numbers such as calendars, blackboards and bulletin boards.

In this section, score ONLY for lights, windows, doors, pictures, desks or tables and chairs. Pictures are excluded from items 14 - 17.

If abstract representation of any of these constants are present AND if these are clearly labelled, they may be scored. If, however, labels appear without representation, code 0.

If item 5 is coded 1, then move on to the following items.
If, however, item 5 is coded 0, then code 0 for all items
to the end of "classroom constants" section.

5. Inclusion of ANY of lights, windows, doors, pictures, desks or tables and chairs.

Code 0 - NO lights, windows, doors, pictures, desks or tables

Code 1 - The presence of ANY of lights, windows, doors, pictures, desks or tables and chairs

N.B. - For questions 6 to 11, when outlines of objects are same colour but colouring within the object is different and similarly when colouring within objects is the same but the outlines are different, code 4.

N.B. - For questions 6 through 11, when colours of constants are partially duplicated (within the constant type) code 3, e.g., three presentations of the SAME constant (one green and two red desks.)

6. Lights

Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)

Code 1 - NO electric LIGHTS present

Code 2 - Only ONE electric light present

Code 3 - MORE than one light, MORE than ONE COLOUR used

Code 4 - MORE than one light, EACH LIGHT A DIFFERENT COLOUR

Code 5 - MORE than one light, ALL the SAME colour or SET of colours

7. Windows

Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)

Code 1 - NO WINDOW(S) present

Code 2 - Only ONE window present

Code 3 - MORE than one window, MORE than ONE colour used

Code 4 - MORE than one window, EACH window a DIFFERENT colour

Code 5 - MORE than one window, ALL windows the SAME colour or SET of colours

8. Doors

Exclude LABELLED cupboard and furniture doors.

Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)

Code 1 - NO DOOR(S) present

Code 2 - Only ONE door present

Code 3 - MORE than one door, MORE than ONE colour used

Code 4 - MORE than one door, EACH door a DIFFERENT colour

Code 5 - MORE than one door, ALL doors the SAME colour or SET of colours

9. Presence of Pictures (blackboards, wall charts, bulletin boards, wall pictures)

EXCLUDE easels and/or flannel boards

- Code 0 - NO constants (lights, windows, doors, pictures, desks or table and chairs)
- Code 1 - NO pictures, etc. present
- Code 2 - ONLY blackboard(s), wall charts(s), and/or bulletin board(s) present
- Code 3 - ONLY PICTURES present, i.e., traditional meaning of pictures such as children's paintings, picture of the Queen, etc.
- Code 4 - BOTH codes 2 and 3 present

N.B. - In reference to questions 10 and 11, if distinction can not be made between children's tables and chairs, code arbitrarily for presence of CHAIRS.

10. Children's furniture

N.B. - All desks, tables and chairs belong to CHILDREN unless specifically labelled or clearly depicted as belonging to teacher.

- Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)
- Code 1 - NO children's desks or tables present
- Code 2 - Only ONE child's desk or table present
- Code 3 - MORE than one desk or table, MORE than ONE COLOUR used
- Code 4 - MORE than one desk or table, EACH one a DIFFERENT colour
- Code 5 - MORE than one desk or table, EACH ONE the SAME colour or SET of colours

11. Children's Chairs

- Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)
- Code 1 - NO children's chairs present
- Code 2 - Only ONE child's chair present
- Code 3 - MORE than one child's chair, MORE than ONE COLOUR used
- Code 4 - MORE than one child's chair, EACH CHAIR a DIFFERENT colour
- Code 5 - MORE than one child's chair, EACH CHAIR the SAME colour or SET of colours

12. Teacher's Desk or Table

This must be recognizable BEYOND ANY DOUBT, either through pictorial representation (e.g., teacher standing beside her desk) or labelling.

- Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)
- Code 1 - NO teacher's desk or table present
- Code 2 - TEACHER'S desk or table present

13. Teacher's Chair

This must be recognizable BEYOND ANY DOUBT, either through pictorial representation or labelling.

- Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)
- Code 1 - NO teacher's chair present
- Code 2 - TEACHER'S chair present

Shading

14. BACKGROUND shading of blackboard(s), wall chart(s), bulletin board(s).
DO NOT score for other pictures or easels, etc.

N.B. - Pictures or other detail drawn ON blackboard(s) etc. are NOT shading. Code only for BACKGROUND SHADING OF THE CONSTANT ITSELF.

- Code 0 - NO constants (lights, windows, doors, pictures, desks or tables and chairs)
Code 1 - NO blackboard(s) etc. present
Code 2 - Blackboard(s) etc. present BUT NOT SHADED
Code 3 - Blackboard(s) etc. shaded with the same colour as the outline OR shaded with NO outlines
Code 4 - Blackboard(s) etc. shaded with DIFFERENT colour(s) from outline

15. Appearance of shading in lights, windows, doors, desks or tables, and chairs.

EXCLUDE pictures, blackboards, etc. from this question.

- Code 0 - NO constants (lights, windows, doors, desks or tables and chairs) present or only picture(s), blackboard(s), etc. present
Code 1 - NO SHADING WITHIN CONSTANTS
Code 2 - Object(s) shaded with NO outlines
Code 3 - Object(s) shaded with SAME colour as outline
Code 4 - Object(s) shaded with DIFFERENT colour(s) from outline
Code 5 - Instance(s) of any combination of 2,3 and/or 4

16. USE of COLOUR within lights, windows, doors, desks or tables, and chairs.

EXCLUDE pictures, blackboards, etc. from this question.

Code 0 - NO constants (lights, windows, doors, desks or tables and chairs) present or only picture(s), blackboard(s) etc. present

Code 1 - NO COLOUR within constants - OR COLOUR NOT USED as elaboration or differentiation

Code 2 - Colour used as SHADING ONLY. Constant may be shaded with SAME or DIFFERENT colour from outline, e.g., a shaded door

Code 3 - DIFFERENT colour(s) used as ELABORATION, e.g., decorative ornamentation, design, pattern, stripes

Code 4 - DIFFERENT colour(s) used to distinguish DIFFERENT PARTS of a whole object, e.g., light bulb will be different colour than stem, knob from door, cross frame different colour than frame, at window

Code 5 - Instances where Codes 3 and 4 both appear

17. Grouping of TYPES of constants. THREE or more of SAME TYPE of constant, NEAR each other, make a group.

EXCLUDE pictures, blackboards, etc.
from this question.

N.B.. - When chairs are placed with desks the
"desk-chair" is to be treated as a
unit or single type of constant.

Code 0 - NO constants (lights, windows, doors, desks or tables
and chairs) present or only picture(s), blackboard(s)
etc.

OR

only ONE object present or one of each type of constant
present

Code 1 - ONLY TWO of the SAME TYPE of constant present

Code 2 - Three or more of the same TYPE of constant present
but NOT GROUPED

Code 3 - GROUPING OF CONSTANTS BY TYPE, e.g., THREE or MORE
lights placed near each other.

Code 4 - Constants are grouped by SIZE, i.e., ALL objects of
constant TYPE are APPROXIMATELY SAME SIZE.

Code 5 - Constants are grouped by colour, i.e., ALL objects of
a constant type are the SAME colour

Code 6 - Same constant is grouped by both size and colour

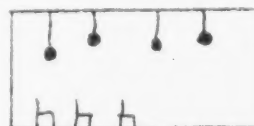
Code 7 - Within the SAME TYPE of constant, constants are grouped
by more than one SIZE h h h h

Code 8 - Within the SAME TYPE of constant, constants are grouped
by more than one colour, e.g., ! ! !

Code 9 - Constants are grouped by BOTH size and colour. This
category should be coded:

- 1) when there are present groups of more than one
type of constant and these constants have been
respectively grouped in more than one way,

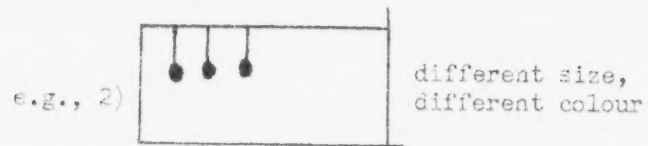
e.g., a)



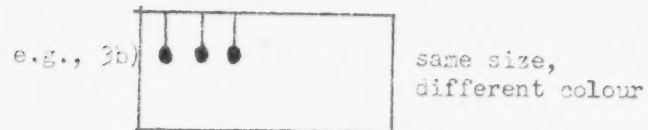
grouping of chairs
is by size and
grouping of lights
is by colour.

(con't on next page)

- 2) grouping by size and colour may be done within one constant TYPE,



- 3) complete group is the same colour or size and a sub-group of this same group is a different size or colour



OBJECTS

Everything is to be scored as an object except room and/or building boundaries, and persons.

Abstract representations that are clearly labelled should be scored. Objects that can be clearly recognized but are NOT labelled are to be scored. (See manual for inclusion.) If labels of objects appear without representation or if labels cannot be matched to any part of the scribble for items 5-9, code 0.

If there are ANY objects in the drawing, then move on to the following items. If there are NO objects in the drawing, code 0 for items 5, 6, 7, 8, 9, then go on to Code 10 through 16. Even in the absence of identifiable objects a mass of scribbling can be coded for number of colours used, item 11 (see manual).

5. Representation of transparent objects, e.g., aquarium, window, eyeglasses.

EXCLUDE PEOPLE

N.B. - For window, etc. to be scored as transparent, an object on the other side of the transparency must be visible THROUGH the glass.
DO NOT score for clock faces.
DO NOT score for X-ray.

Code 0 - NO objects present

Code 1 - NO examples of transparency

Code 2 - ONE example of transparency

Code 3 - MORE than one example of transparency

6. Fold Out

EXCLUDE PEOPLE

Three dimensional objects drawn spread out or opened up on a two dimensional plane, e.g., table (fold out)



- Code 0 - NO objects present
- Code 1 - NO example of fold out
- Code 2 - ONE or MORE examples of fold out

7. "BEHIND, IN FRONT OF" relationship of objects to each other, e.g., teacher's chair BEHIND desk.

EXCLUDE PEOPLE

FOR QUESTIONS 7 & 8 SCORE FOR PICTORIAL REPRESENTATION ONLY - NOT LABELLING.

- Code 0 - NO object(s) present
- Code 1 - NO examples of "BEHIND, IN FRONT OF"
- Code 2 - ONE or MORE examples of "BEHIND, IN FRONT OF"

8. "ON-UNDER" relationship of objects to each other.

EXCLUDE PEOPLE

Score only for movable object(s), placed on other object(s), e.g., a vase ON a table, chair UNDER table.

DO NOT SCORE FOR OBJECTS WHICH CANNOT BE IDENTIFIED

- Code 0 - No object(s) present
- Code 1 - NO examples of ON-UNDER
- Code 2 - ONE or MORE examples of ON-UNDER

9. Perspective or Depth in Drawing

INCLUDE BOTH PEOPLE AND OBJECTS

- Code 0 - NO object(s) present
- Code 1 - NO perspective or depth
- Code 2 - Fairly FLAT appearance of whole drawing but OBJECTS recede by arrangement, i.e., are placed above and/or behind each other
- Code 3 - Fairly FLAT appearance of whole drawing but OBJECTS recede by SIZE
- Code 4 - REALISTIC OVERALL perspective, MUST include SOME of the above, plus other devices such as oblique, directional lines, etc.

10. Predominant Colour (One Colour Used for Three or More Purposes, e.g., Frame Lines, Outlines of Objects, Shading, Detail)

- Code 0 - NO predominant colour
- Code 1 - The predominant colour is red
- Code 2 - The predominant colour is black
- Code 3 - The predominant colour is brown
- Code 4 - The predominant colour is yellow
- Code 5 - The predominant colour is blue
- Code 6 - The predominant colour is green
- Code 7 - The predominant colour is orange
- Code 8 - The predominant colour is purple
- Code 9 - The predominant colour is pencil

11. Number of Colours Used

- Code 0 - NO picture drawn or no crayons used
- Code 1 - One colour only
- Code 2 - Two colours only
- Code 3 - Three colours only
- Code 4 - Four colours only
- Code 5 - Five or more colours

12. Use of Pencil

Code 0 - NO pencil used

Code 1 - Pencil used only for detail, e.g., facial features, design in clothing, etc.

Code 2 - Pencil used only for outlines

Code 3 - Codes 1 and 2 or other uses

13. Time as Indicated by Tense of Label(s)

Time includes four main tenses: the past, the present, the future and the "continuing present."

Ignore comments by the child or teacher which relate to the way in which the child made his drawing, e.g., "I forgot to put the globe there," or "I didn't have room to draw that."

Objects may be scored ONLY when they refer to activity by a person(s) e.g., "this is the loudspeaker that Mr. Brown speaks out of," Code 5.

LABELS SCORED FOR TIME MUST REFER TO PERSON(S) AND THEIR ACTIVITY

Code 0 - No labels present

Code 1 - NO time Labels. Labels which ONLY NAME people, objects, or describe location, e.g., "this is you," "this is the flag," "this is where the toys are kept."

Code 2 - PRESENT TENSE. Description in the IMMEDIATE present, e.g., "I am sharpening my pencil," "Mary is doing her work."

Code 3 - PAST TENSE. Description of the past:
(1) use of past tense by itself, e.g., "that's the thing I tripped over."
(2) past brought into the present, e.g., "the girl is telling you something that happened yesterday."

Code 4 - FUTURE TENSE. Description of the future:
(1) use of the future tense, e.g., "we will be going outside."
(2) the present in relation to the future, e.g., "she's writing down the work for Tuesday."

Code 5 - CONTINUING PRESENT. Description of the Continuing Present incorporating the past, present and future, e.g., "this is the door we come in" (did come in, do come in, always will come in) and "these are the bells that tell you what time you go out of school," (always have, always will).

Code 6 - Both Codes 2 and 5.

Code 7 - More than one or all of Codes 2, 3, 4.

Code 8 - Any two of Codes 3, 4, 5. Code 2 may or may not be present.

Code 9 - All of Codes 3, 4, 5. Code 2 may or may not be present.

14. Labelling to Indicate Activity of Person(s) in Relation to Object(s)
(See Manual)

Code 0 - NO label(s) related to objects

Code 1 - Labels related to objects but not scorable under 2, 3, or 4

Code 2 - Relatively nonspecific person(s) active and relating to
object(s), e.g., we, someone

Code 3 - Specific person(s) active and relating to object(s) e.g.,
I, you, me, boys

Code 4 - Example of each of codes 2 and 3

15. Time as Indicated by Pictorial Situation (and Labelling)

A child's drawing sometimes centres around a particular event in time. In other drawings several events or "times" are present. In some, no specific "time" situation is evident.

Look at the whole representation by the child, not just labelling.

Code 0 - NO "time" indicated or ONLY labels which name people, objects, and/or classroom locations.

Code 1 - SCHOOL "TIME." The "time" is obviously in school time, e.g., children reading, doing arithmetic, music period, playing in kindergarten or such labels as "these are the children working," "we are singing," "teacher is out of the room and we should be working."

Code 2 - BEFORE or AFTER SCHOOL "TIME." All or most children are out of the classroom and the "time" is before or after school OR at lunch. Teacher may or may not be present. (Chairs are often placed on tables.)

Code 3 - RECESS. Situation is the same as Code 2 but the "time" is labelled RECESS. (N.B. - If in doubt between Codes 2 and 3, score for Code 2.)

Code 4 - "READY TO LEAVE" OR "COMING IN" SITUATION. Children are lined up "to go out," "getting dressed to go home," "we're getting ready to leave," OR "we have just come in." Time may be represented as "continuing" (see manual).

Code 5 - MANY "TIMES." Many "times" are compressed into one picture. A sequence of events is described which could not logically happen at one time by ONE person or by the SAME group of people, e.g., "hanging up my coat," "I'm sitting working," "I'm going to the washroom." The place of all events is the same.

Code 6 - DIFFERENT "TIMES." Two completely different "times" represented. The places of events are different.

e.g., "Mummy and me
on the way to school."



"Here I am
in school."

Code 7 - OUTSIDE CLASS "TIME." THE MAIN time selection has no relation to classroom, e.g., isolated event such as "house burning" or seasonal time such as a summer scene.

16. Classroom Atmosphere

Look for interest and activity depicted by drawing and/or labelling.

Is interest centred more around the teacher and the objects she uses or around children and their experiences?

Teacher MUST be labelled to be considered present.

Teacher and children MUST both be present for Codes 2 and 3.

Code 0 - NO people present

Code 1 - Person(s) present but NOT scorable for atmosphere

Code 2 - PASSIVE - NEUTRAL atmosphere; child (children) and teacher present; NO clear-cut emphasis on child (children) versus teacher, NO interest or activity shown.

Code 3 - ACTIVE - NEUTRAL atmosphere; children and teacher present; EQUAL emphasis on child (children) and teacher, BOTH engaged in some kind of activity.

Code 4 - CHILD-CENTRED ATMOSPHERE: Attention focused on children, on their activity and/or labelling; teacher may or may not be present.

Code 5 - TEACHER-DOMINATED ATMOSPHERE: Attention focused on teacher by her activity and/or labelling; children may or may not be present.

INSTRUCTIONS FOR ADMINISTRATION OF
THE DRAW-A-CLASSROOM TEST (1966)

Administer Test During Week of April 18-22

1. It is important that the drawings be as self-expressive as possible. No preliminary discussion should take place as to what is to be put into the drawings. While the children are making their drawings, care should be taken not to coach the children.
2. Drawings will be made on newsprint paper, white, size 12 x 18.
3. Crayons will be used to make the drawings. Each child should have available the following colours for making the drawings: red, green, blue, yellow, orange, brown and black.
4. After paper has been distributed to the children and crayons are placed in an accessible position, SAY THE FOLLOWING DIRECTIONS EXACTLY: "I am going to ask you to do something very special for me. I want you to make a picture of our room. Look all around the room and then draw a picture of our room on the paper."
5. Do not coach the children as they make their drawings. Give encouragement only by your attitude.
6. When a child finishes his drawing, put his name and school in the upper right hand corner of the drawings. Ask the child:
"Tell me about the picture you have made."
ON THE DRAWING, RECORD ALL OF THE CHILD'S RESPONSES TO EVERYTHING HE HAS DRAWN AS ACCURATELY AS POSSIBLE. TRY TO WRITE HIS WORDS NEAR THE OBJECTS HE IS DESCRIBING WITH A FINE BLACK FELT MARKER PEN.
(If necessary grade six monitors may assist.)
7. Do not display the drawings. When they are all completed, send them to:
Research Department
Toronto Board of Education
155 College Street
Toronto 2B, Ontario.
8. Any child who is absent during the week of the test should draw a picture of the classroom individually upon return to school.